

ROTC Gets First Black Female

BY RENEE HOLMES

ROTC has always been considered to be for men only. However, as of 1969, women began to join ROTC. This year a new female who joined the other 2 in Northeastern's ROTC program, Marla Dixon, also has the added distinction of being the first Black female to join ROTC in Northeastern.

University.

Marla is a freshman majoring in recreational therapy in Boston-Bouve College. She is from West Goshen, Pennsylvania and chose Northeastern primarily because of its ROTC program.

Marla went on to explain how ROTC operates in conjunction

with the co-op education program. There is a possibility that one or more of her co-op jobs could take place in an army hospital, helping to rehabilitate wounded soldiers.

According to Marla, during her junior year, she will spend six weeks in what amounts to basic training for females only. During the training, the three female students will learn the basic duties of a WAC. However, some of the aspects will be similar to those of the basic training program that male officers of ROTC go through.

Marla first became interested in ROTC when she viewed a film on the subject at Valley Forge Veterans Hospital in Valley Forge, Pa., during her sophomore year of high school.

In the film, the emphasis was put on rehabilitating the wounded both physically and mentally which ties in with her major. According to Marla, recreational therapy is, "things to occupy your mind and your

muscles."

When she graduates from the ROTC program, she will be a first lieutenant in the WACS Medical Division. Marla will be obligated to serve four years of active duty, four years of reserve duty and in case of national emergency, she will still be subject to activation, even if her tour of duty and her reserve period are over.

On the subject of ROTC's relevancy on today's college campus, Marla explained that, "in a history class you learn more about war than in ROTC." She went on to say, that among the basic issues that are taught in ROTC, two major ones are the defensive techniques of war and how to organize in case of a national emergency.

Even though Marla will not be officially in ROTC until her sophomore year, she has already completed two ROTC courses - Introduction to ROTC and Map-Reading. She explained that the workload for the two courses was not very heavy,

because it was a fifth subject for all of the students. Neither of the courses had any particular relevancy to her major. However, she expressed hope, that in the future, the courses would be more pertinent.

Besides her school activities, Marla has a few outside hobbies. For her the most interesting ones are sewing, crocheting and gymnastics.

When asked what significance ROTC has for Black students, Marla stated that the biggest advantage of ROTC was that the person would be an officer upon graduation from college. She also pointed out that many people spend large portions of their lives trying to become officers in the armed services.

"You won't have to accept a job, which pays little for what you are able to do," she said.

Marla has not decided yet, if she will make the army her career. She did commit herself to saying that she will stay in the WACS, "as long as she is interested."



Rappin' Black : Dental Hygiene

BY CAROL FINNEY

At 140 The Fenway is a building called Forsythe School for Dental Hygienist.

The building houses a two year dental program which is affiliated with Northeastern University. It is a highly selective program with a waiting list of applicants from all over the world. It is the only dental hygienist school in Boston.

It now has five Black freshman and three seniors, a total of eight Black students out of approximately 105.

The freshmen are David Matthews, Gloria Colbert, Ruby Elder, Norvella Whaley, Margaret Howard, and Janice Hubert. The seniors are Lana Dabney, Pat Davis, and Freda Augustus. David, Gloria, and Ruby gave a rundown on the program as it relates to Black students.

The freshman year is weighted down by science courses with prestigious titles such as Functional Human Anatomy, Histology and Embryology and Radiology. The students spend four hours per week at science labs and said that it is difficult to see how it relates.

They stress that it is a field that demands a dedication to studying. When asked how they "get over" they replied that the Black seniors help them with their notes and homework in addition to going over the required reading together.

Dental Hygiene requires a background in the sciences and any outside experience is of course helpful. Most of the black

students worked as assistants before coming to the program but said that there is a greater demand for hygienists. They stressed that the pay for dental assistants wasn't enough for the work required. As hygienists they will clean teeth, take x-rays, and advise patients of nutritional diets for their teeth.

The freshmen are now working on patients and clean teeth for free at the Forsythe clinic. In their senior year they will do more clinical work in hospitals throughout the Boston area.

Dental Hygiene is a field that most Black folk aren't interested in because it is overlooked or regarded as unimportant in the task of nation-building. In Boston there are a few Black dental hygienists and more are desperately needed. It pays from \$150 - 200 upon graduation.

After graduating, Gloria and Ruby plan to work in the Boston community. David will go west to California where he will return to the Navy to practice.

To these hardworking brothers and sisters who are determined to overcome, we give a loud and unanimous RIGHT ON!

Note: Brothers and Sisters if you would like to have your teeth cleaned, the Brothers and Sisters at Forsythe Dental School will do it free of charge. To make an appointment, simply call the Onyx office at 437-3141 ex. 29, DO NOT call the dental school or you will be charged for their services.

BY TED THOMAS

What does job placement, budget planning, and painting landscapes have in common? All three have an important place in the busy life of Ms. Michelle Jones, the 23-year-old Office Manager and Work-Study and Co-op Coordinator of the Afro-Institute.

Michelle, who was graduated from Boston Girl's Latin High School in 1967, uses her second-floor office to "locate jobs in Boston's Black community for 'skilled' students."

She has a special interest in "trying to place students in jobs related to their particular field of study."

Students, according to Michelle, have been placed in positions at the Harriet Tubman House, WGBH-TV, and the Roxbury Boy's Club.

Working closely with Willie Smith, who is a Co-op Coordinator at Northeastern University, Michelle also tries to fill the six full-time work-study slots at the Afro-Institute with students that have special skills.

The students who are presently working have the opportunity to evaluate their employers periodically and the employers, in turn, can evaluate the students.

According to Michelle, this keeps her attuned to the working relationships between the students and the employers.

Working along with Dean Ricks, Director of the Afro-Institute, Michelle is also instrumental in "planning and drawing up the budget" of the Afro-Institute.

Michelle left Boston University, where she was majoring in accounting, to travel and she has toured Europe twice. The countries she visited, over a period of three months,

include Holland, France and Belgium.

"I went to Europe on my own to check out Europeans and the country," she said.

Michelle was "particularly pleased" with meeting some Surinam brothers and sisters from Dutch Guinea.

Most of Michelle's free time is spent painting, although she admits that she hasn't painted as much in recent days as she would like to. The subjects of her paintings are landscapes, seascapes, and sunsets. Michelle said she paints landscapes because: "It's inside of me. That's what I'm searching for. To find the beautiful parts of life."

Michelle does not believe that a Black artist has to necessarily work on Black subjects. "I don't believe that because you are Black that you have to paint Black," she said.

Although Michelle has been painting for three years, she has never been enrolled in an art school.

She has had her work on display at the Boston Commons and the Horatio Harris park in Roxbury. Michelle is also a member of the Boston Negro Artist Association, which is responsible for many of her displays.

Michelle's future plans include becoming a certified public accountant and she is currently enrolled in evening classes at Northeastern's College of Business Administration.

Although becoming a CPA is her goal, Michelle confesses that now and then she "feels torn between becoming a CPA and seeking a career in art."

Her job at the Afro-Institute is Michelle's first experience working in a all Black situation, and she likes it.

"This is my first experience working totally with Black people," she said, "and it's a rewarding experience."

"It's a good feeling to get a job for a student. I really get off dealing with students," she concluded.



MICHELLE JONES

EDITORIAL

Babies As Guinea Pigs

When the so called "Tuskegee Studies" first came to public attention it outraged certain segments of society that several Black men were denied treatment for syphilis by doctors who wanted to observe the full extent of the untreated disease.

At a special hearing the sole survivor of the studies testified before Sen. Edward Kennedy, who labled the whole matter "Unbelievable." And, indeed, the use of human subjects for experiments to promote "the advancement of medical science" may very well be unbelievable.

But the fact of the matter is that it does happen, more often than most of us are aware of.

If the idea of the use of human subjects in medical experiments is appalling, then what is more shocking than that is the fact that in most cases Black people make up the majority of the subjects chosen for experimentation. The Tuskegee Studies is a case in point.

Recently, thanks to Dr. Alvin F. Poussaint, a Black Psychiatrist who is associate dean for student affairs at Harvard University's Medical School, another experiment involving the use of human subjects was uncovered.

This particular experiment, called the "Texas Studies," used 17 human beings in the first series of experiments. Of the 17 subjects chosen, 12 were Black and 5 were white.

But in the Texas Studies there is a new element added to the already dismal undertakings -- this time the subjects were all babies.

The Texas Studies were conducted twice by a University of Texas research team and it involved depriving the babies of linoleic acid, a fatty substance essential for their development.

The studies were performed at the county hospital in Galveston, the first one covering a time period from 1956 to 1957.

Before the studies began, the researchers knew that a diet without linoleic acid produced skin break down, "marked emaciation," and possible brain damage in laboratory animals.

If the researchers knew the results of the tests performed on the animals, why then were human beings used in the same tests in spite of the prior findings?

One of the favorite arguments of medical researchers is that the results of tests performed on laboratory animals does not mean that the results would be the same if similar tests were performed on human beings.

For example, if an animal is given a dose of a substance 300 times the amount a human would consume, the researchers may be correct when they say that the results would be different.

But to give a dosage and to deprive is not the same thing.

In the first study the 17 babies that were tested developed severe skin rash, diarrhea, respiratory infections and slow weight gain.

In addition the Texas researchers had "substantial" reason to believe that the tests may cause damage to the brain and spinal cord.

In the second study, conducted from 1958 to 1962, 42B babies were tested; seven of whom died.

Of the 42B chosen for the second study 300 were Black, 20 were Latin-Americans, and 10B were white.

Although the tests were conducted it is not certain whether "informed parental consent" had been given in every case.

What was the purpose of the tests in the first place? Informed sources say that the studies were funded by

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Brothers and Sisters, as part of the Onyx's attempt to serve you better, a "Dial the Onyx" telephone service is now in operation.

If you have seen something or know of anything that you believe is news-worthy, the Onyx wants to know about it.

If you need general information concerning the university, the city, or the surrounding Black community get in touch with us. We can help you.

Call us Mon. through Fri., 12 p.m. - 4 p.m. at 437-3141, ex. 29, or drop in and pay us a visit. We are on the third floor of the Afro-Institute, 40 Leon St., Boston, Mass.

NEWS BRIEFS

Charles A. Vincent, a Black builder, held ceremonies on Harlem's West 125 Street, announcing the current construction of what is said to be the largest Black-owned office building in the country.

The 43-year-old Vincent, who is the founder and president of C. A. V. Enterprises, invited Manhattan Borough President Percy E. Sutton, Rep. Charles B. Rangel and President Nixon (who sent an administrative assistant) to the ceremonies as speakers.

The 15 story building will lease space to the government for an Internal Revenue Service and a Social Security Administration office. Also, a Harlem branch of Manufacturer's Hanover Bank, the agency who lent C. A. V. Enterprises the construction money, will occupy space as well as a restaurant and a ballroom/banquet hall for 800 people. The building is expected to be completed by December. (Times 3/23/73)

Financial pressures have resulted in a sharp decline in student enrollment for many four year public colleges.

According to a survey of 109 major state universities and campuses by the National Association of State Universities and Land Grant Colleges, the institutions cited several possible reasons for the decline. The most common was the belief that for many middle-income families the \$1,500 average cost of a year at college was too high during the current period of rising costs in living and financial uncertainties. Also the poor job market out look for college graduates may have disillusioned prospective college entrees. The third possible belief is that many high school seniors are turning to 2 yr. Comm. Colleges most being cheaper and closer to home, with hopes of finishing their undergraduate studies at four year institutions.

A growing number of young people and parents are skeptical of the value of the traditional four-year college education. Many are seeking a training in economically useful skills at vocational institutions and taking non-degree courses

part-time or moving directly into the job market.

Times 4/15/73

An exhibition at the N.Y. Jazz Museum, 125 West 55 Street celebrated her 58th birthday (April 7) with the opening of the exhibition "Billy Holiday Remembered." The exhibition made up of pictures, records, films, momentos and spoken recollections of the singer who died in 1959, will continue its showing every day from noon until 7 p.m. through June.

During these three months two programs of Billy Holiday films, each half an hour in length can be viewed during the week on Tuesdays and Thursdays and weekends on Saturdays and Sundays. One program presents "Symphony in Black," a 1935 short with Duke Ellington's orchestra in which Miss Holiday appeared briefly; three clips from the 1947 film, "New Orleans," which featured Miss Holiday and Louis Armstrong and a 1951 short with Count Basie's orchestra.

The other program is the second half of "The Sound of Jazz" the now classic 1956 television program in which Lady Day was joined by Count Basie, Lester Young, Ben Webster, Coleman Hawkins, Ray Eldridge, Gerry Mulligan and what now seems like an almost incredible array of jazz artists.

Also included in the exhibition is a one-hour tape of recordings by Miss Holiday interspersed with reminiscences by Teddy Wilson, John Hammond, Lena Horne, Barney Josephson and Miss Holiday herself.

Times 4/17/73.

Boston Edison Co. recently elected its first Black to the Board of Directors.

Kenneth I. Guscott, a Northeastern University Engineering student, received his BS from the U.S. Merchant Maritime Academy and was former president of the Boston branch of the NAACP before working at Boston Edison. Guscott also heads Ken Guscott Associates, his own firm of management consultants with headquarters in the Prudential Building.

Upon receiving his nomination he said, "...I accept as a person of experience in the power field and I don't want it as the Black representative." Guscott has a background of 25 years in the nuclear field and is a graduate of Bettis Laboratory, a nuclear reactor engineering school. (Globe 4/18/73)

Black sprinter, Wilma Rudolph, the winner of three gold medals in track for the U.S. Olympics in Rome in 1960 will see her 12-year-old daughter Yolanda compete in the 1976 Olympics for a gold medal too.

Now Mrs. William Eldridge, the former Miss Rudolph said, "We could pass for twins; she looks just like me and runs just like me. She was late in beginning to run. I wanted her to be sure she wanted to run and I didn't try to motivate her to entering track early. You have to have fun in order to progress and right now she really loves it."

Times 4/8/73

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The Onyx welcomes responsible, informational, and opinionated articles. However, it cannot be responsible for unsolicited manuscripts, poetry or photographs unless they are accompanied by a self-addressed stamped envelope.

Baker Products of Cleveland and Gerber Products, Inc., to establish the proper fat content in synthetic formulas.

One need not wonder to know that the executives of the two companies would never agree to the idea of having their own babies tested in the name of science and a better baby food.

Dr. Poussaint, who dug out the files on the Texas Studies, later turned them over to Sen. Kennedy.

Poussaint believes that the Texas Studies are not isolated incidents of human experimentation. He may very well be right.

Another tragedy in the whole affair of human experimentation is that most of the subjects are drawn from the ranks of the poor, the deprived and the Black.

Seven little people have already died and it shouldn't take seven more deaths before the Texas Studies and all other studies like it cease.

Federal controls on clinical research, as Dr. Poussaint has suggested, is a good beginning. But the people who are the most frequent target area for experimentation must begin to insist that they be given every possible detail concerning medical treatment given to any member of their family.

The short range as well as the long-range effects of any treatment should be clearly understood by any patient or parent of a patient.

In cases where parental consent cannot be obtained, researchers must be held accountable for any hazardous research.

Black Studies Progress

BY JOYCE CLARKE

By Joyce Clarke

At the beginning of this quarter posters and fliers all over the university were advertising "Black Studies Courses for Credit."

Under the auspices of the Afro-American Institute these six course offerings are now in session and are intrinsically related to the development of Black self-awareness. They are, Ideologies: Introduction to Psychological Politics, instructed by Alonzo Speight; Third World Political Relations, and Arabic, instructed by Ahmed El Kashef; West African History, and Swahili, instructed by Daniel Ogwen Nyangani and Afro-American Literature instructed by Ismael Mohamoud Hurreh.

According to Yvette Tinnermon, Assistant to the Chairman of Black Studies, all

but the literature and ideologies courses have been functioning since the September fall quarter but were not offered for credit. She recalled that a number of the students complained that they did not have time to take a fifth course, especially since no credit would be given.

Attuned to the student's demands, the Afro-American Institute administration petitioned and received confirmation for these courses to be added to the curriculum for credit.

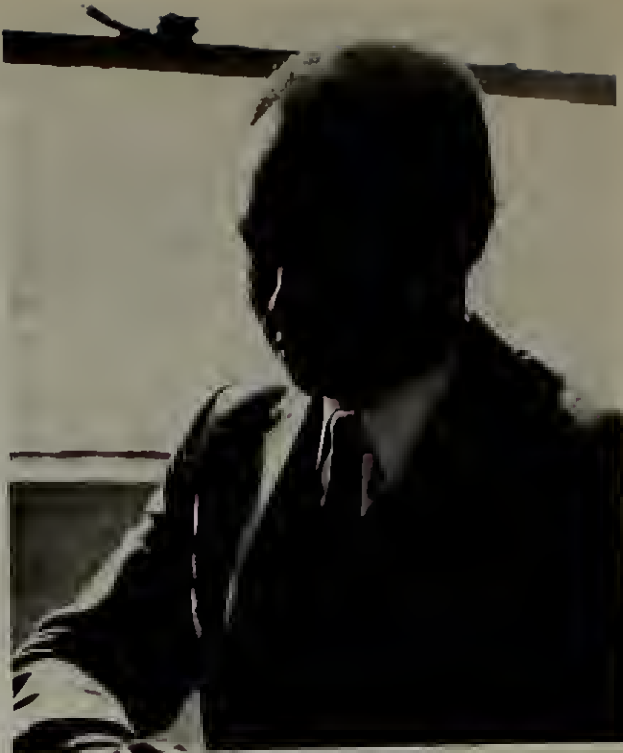
This spring quarter there was an escalated campaign to make Black students aware of the offerings and if the following report from one of the instructors, Daniel O. Nyangani can be used as a guide, Black studies at Northeastern is making gradual but positive strides.

African history, interacting with the rest of the world

BY OGWENO NYANGANI

"There are 26 students in my West African History class. My goal for teaching the students this course is to provide them with the kind of education that is relevant to Black students, especially with regard to understanding their own history and African heritage. This in essence can instill in them a sense of pride and also a knowledge of themselves and provide them with the necessary skill to help and inspire them for further studies so that they might eventually be able to impart historical knowledge to the coming generation.

"Africa history is not an isolated case. Africa has been interacting with the rest of world for a long time or from time immemorial. For this reason and others, the students are encouraged to have interest in African history so that they can eventually, as a result of their completion of their educational ambition, be able to unveil the history which might have been



OGWENO NYANGANI (photo by Harold Hunee)

obscure to our knowledge of the other world, be able to write history for Black people and the world.

"A knowledge of Black History can help Black students here identify with the African problems on the geo-political and global basis. They can be able to know that the struggle for African independence in West Indies and in the continent has been the collective effort of Black people (African people in the world as a whole).

"They will be able to know that directly or indirectly they were a part of this movement. Men like W. E. B. DuBois, George Padmore, Kwame Nkrumah, Paul Robeson and President Julius Nyerere have worked for the freedom of Black people on a global basis.

"Students likewise can do the same in helping Black people understand each other and should also contribute spiritually and materially for the liberation of Black people on a global basis. This in essence can give them a sense of satisfaction and accomplishment. Secondly the students are advised to develop an interest in research and this would give them some measure of self-reliance and discipline.

"A second course can be developed out of this course. The first part of it would deal with past African history from 1000 A.D. to 1800 A.D. and a second half from 1800 A.D. to the present. This course, I believe, can be intricately a part of the Black Studies Department. As a matter of fact, almost all of the courses that are now offered here were originally and are still a part of Black Studies.

"If the Black Studies Department is accredited, I imagine that the students who might have successfully completed the course can still continue with further studies or be employed just as any other student. There is a great demand in other universities for qualified Black teachers whose majors have been Black studies. International bodies like the United Nations, I believe look for those people with proper education in Black studies.

"Many students have interest in it and some have come to me to give them some assistance in studying Black history. The progress can only be measured by the number of students enrolled in the course and the interest which is growing from time to time. Last quarter 39 students enrolled for West African history. This was important because the course was not included in the university course handbook. At present time we have 26 students enrolled in the course.

"In the Swahili course ten students enrolled for the winter quarter and now we have doubled that number for this spring quarter - 26 are enrolled. The numbers mentioned are for those students who are taking it for credit. If the community is included then the number of students is higher than the 26 mentioned.

"I am a native of Kenya, East Africa. I obtained my bachelor's degrees in history from Atlantic Union College and master's degree in history from Boston University African Studies Center. I have been teaching here at the Institute since 1969.

Continued on page 7



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THERE IS NO PEACE...

END THE WAR ON AFRICAN PEOPLE

The Onyx Looks at the Arts

The J. R. Mitchell Experience reviewed

BY ILEEN DOTSON

Listening to the dynamic and powerful jazz sounds of the J. R. Mitchell Experience featuring Byard Lancaster at a recent concert in the Ballroom was a total musical happening. Jazz musician Mitchell doubles as an instructor in the music department here.

Getting down on six selections before a large, enthusiastic audience was Mitchell on percussion; Byard Lancaster on alto sax, flute and bass clarinet; Sid Simmons on piano; and Chris Amberger on contra bass.

The musicians were totally involved in their music, particularly on the toe-tapping piece "You," written by Mitchell for his daughter. This was the group's closest tie to the pure jazz sounds of masters like McCoy Tyner, Charlie Parker and John Coltrane. Highlighting the selection and the evening was the smooth shift of Lancaster on flute from soft, sweet tones to a climatic shrill sound at the end.

McCoy T, also written by Mitchell and soon to be released on his first album, featured solos by Lancaster on alto sax, and

Amberger on the bass, playing with a violin bow to produce gurgling sounds. Mitchell provided the loud percussive excitement.

Lancaster's unique phrasing and skill with soft, emotional chords on the sax and flute, coupled with the talents of the other musicians enraptured the audience and made for an interesting contemporary jazz

style in LAST SUMMER. Lancaster also wrote the moving piece.

INTERLUDE FOR BASS CLARINET, a classical number and another Lancaster original, sounded like a soft cry, mysteriously-inviting and thought-provoking for both jazz and non-jazz fans.

In ON THE SPOT, fierce sounds by Mitchell on drums were pounded on you throughout the piece. The floating melody of improvisational passages by its composer Simmons, on piano, provided a balance between the fast-paced beginning and slow, somber ending.

The number was a breaking point for Simmons to the

audience. Though his music was superb, up to this point, he rarely moved anything except his hands. But as a collective "get-down" spirit seemed to hit

the room with feet tapping and fingers popping, everybody (including Simmons) was totally involved.

INVITATION, the only selection without the Lancaster touch, sounded like a combination of rock and jazz. Though pleasing, it was the only composition that moved in the commercial jazz direction.

Before the concert, Mitchell explained that jazz musicians live and feel their music. The musician's experiences, both bitter and exciting, are reflected in his music. Jazz, a Black music, is the Black musicians's way of expressing his feelings toward society with his true brand of music, according to Mitchell.

For a better understanding of interpretative and avant-garde jazz, avid jazz and music fans should check out Mitchell's course, "The Black Artist in Music," offered quarterly for credit by the music department.



PERCUSSIONIST J. R. MITCHELL

The Boss - Tones

BY MELANIE WHITE

Good things happen when people get together to sing. Friends could just be sitting around listening to songs start harmonizing, blending and mellowing their sound, pretty soon they have a good thing going.

A new group on Northeastern University's campus started out like this. They are part of Northeastern's Black choir, IMANI. Their interest in music led them to start their own singing group, the BOSS-TONES.

The BOSS-TONES were formed by one of the original members, Greg Burkes. They've only been singing together since January of 1973. Yet, they sound as if they've been together for years.

The members of the quintet in addition to Greg, who sings lead and bass, are David Mazer (lead, baritone and tenor; Jeffrey

O'Neil (lead and tenor); Lester Payne (lead and tenor); and Mark Pleasant (lead and tenor).

Their repertoire includes songs by the Temptations, the Stylistics, gospel and the mighty golden oldies of the fifties.

They are constantly growing and expanding. Besides using their singing talents, the brothers will use musical instruments to add new dimensions to their sound.

In their debut last quarter at the Ell Center, they were greeted by a warm and enthusiastic crowd. They also plan to perform at a Stetson West fashion show later this quarter.

Their music is reminiscent of my days in Philadelphia. Walking down the street you could hear brothers singing the current tunes a cappella style.

Check out the BOSS-TONES. I'm sure you'll enjoy them as much as I did.

Photo Society organized

BY JOYCE CLARKE

Onyx lay-out Editor and staff photographer, Harold Hunte, has organized the Afro-Photo Society.

Using the Afro-American Institute as the home office, he and his camera crew, mostly Onyx staff photographers, will be shooting on location, criticizing their printed results, putting on photography exhibits and viewing Black documentaries.

An esthetic association as well as an instructive one, Harold said that its purpose is: "To create a photographic atmosphere through which interested photographers can practice their interests."

Initially he had submitted a proposal to the Black Student Congress who approved its formation and the use of Afro-Institute darkroom facilities but have not as yet approved the budget. Harold seemed undaunted by the latter outcome and said that in the meantime while awaiting budget approval, they will buy film in bulk and sell it at a discount rate to anyone on campus.

Whenever a trip involves a fee, the society will pay half and the members the other. To get the treasury started, membership cards will be required for \$1.50

(most NU clubs' cost \$2.00) and will act as identification for gaining access to the darkroom. All the monies accrued will go into perpetuating the life of the society.

The regular meetings are at the Institute every alternate Tuesday during activities hours, beginning at 12:30. Because the staff will have held a meeting prior to publication, a new membership meeting will be held on this Thursday, May 3 at 12:30. It is open to anyone interested in joining these brothers and sisters and one need only drop by with his camera.

Note: This society is not the same photography class being conducted at the Institute on Saturdays.

THE IMANI CHOIR meets every Tues. at 6:30 p.m. in Speare Hall East Lounge. All male and female voices are invited to attend.

BOSTON JAZZ WEEK

May 1 thru May 6 has been designated Boston Jazz week by Mayor Kevin White. Featured artists will be jazz vocalist Betty Carter and jazz pianist Jaki Byard. For further information contact John H. Green, Boston Jazz Week, c/o Mayor's Office of Cultural Affairs One City Hall Plaza, Boston, Mass. 02201. Phone* 722-4100, ext. 497

Soul Stations

For soul sounds aired in the Boston area, the following stations can be tuned in. Cut this out and save.

Emerson College, "The Black Experience"
Station WERS 88.9 f.m.
Mon. - Fri.: 9:10 p.m. to 11 p.m.

MIT "The Ghetto"
Station WTBS 88.1 f.m.
Sun. - Fri.: 12 midnight to 3 a.m.
Mondays only from 9:30 p.m. to 3 a.m.

Northeastern's "Soul's Place"
Station WRBB 91.7 f.m.
Sun. 4-10 p.m.
Mon. 12-2 p.m.
Fri. 5-11 p.m.
Sat. 8 a.m. - 4 p.m.

Bromley Heath Housing
Station WTCM 640 a.m.
Mon. - Sat. 6 p.m. - 12 p.m.
Sun. 1 p.m. - 12 p.m.

Harvard - Radcliffe
Station WHRB 95.3 f.m.
Mon. - Fri.: 8-10 a.m., 5:30 - 8 p.m.
Fri. only, 12 midnight - 3 a.m.
Sat. 8 p.m. - 12 midnight
Sun. 12 mid. - 6 a.m.

Next Issue of the Onyx...

A Special on Black
Students on the
Campus

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HAVE A JOB?
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AT THE
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Jazz Week

MAY 1 - 6
Tune in WRBB 91.7 FM

evenings from 5 - 11 p.m. for live
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See Onyx Ad Manager Ileen Dotson at the Afro-Institute or call 437-3141 for further information.

BLACK EXPRESSIONS

THREE A.M.

Dark, wet, stupid
Those other fools like me, walking for a lonelier
reason.
To hustle,
To sell,
To buy,
I know why,
But me, I walk to share.

Drunken old man, crying about his lifetime
Tragedies,
Miracles,
All the things he could have been,
... should have been stronger.

Smile at him,
My wrinkled old red-eyed friend.
Thanks,
for smiling back.
Greg Powell
Age 39

SORROWS

West of Tomorrow I'll find the
magic key. That will make my future
what I'd like it to be. The flame and
the fury will be left behind. The only
thing that will consume me is time.
Eddy Wilson

NECROPOLIS

Insan Santi
(Robert S. Preston)-
bent backed
soldier
had to fall
to stand tall
held down
on four grey sides
fading memories
despair in his years ~
the prisoner
buried
ALIVE
Insan Santi
(Robert S. Preston)

if words are food
&
we are what we eat
i offer myself
for a feast of
UNITY

SOLEMN RAINBOW

Those days I said would come have passed.

Old rainbows remember.

Blue, of heaven... sad... bear the scorching footprints
of the sun ... cry... then drift on by

Red, of anger...the life blood too you know... and ...

White, of snow... I've seen that color on the throne
of the world

Black... you've lost so many races... may I kiss
your lovely faces... spit leaves only tiny traces... you
can still pick up your pot of gold.
Greg Powell
Age 19

Insan Santi is presently incarcerated at the Massachusetts
Correctional Institution at Walpole.

Black men are running to free your mind
Running from fear
Running from hate
Running from lies
running within his mind
Un Bakalaka Un bakalaka hey hey hey bop
Black man running to the promised land
Black man running to beat the sun
Black man running to his soul's beat
running fast free at last
Un Bakalaka Un bakalaka yeah yeah yeah bang
Marc David Pinckney

JUST ANOTHER NUMBER
OR THE SCHEME OF THINGS
by Ted Thomas

So, consequently,
in the scheme of things,
one brother
is violently torn in two
when the scheme of things
means that the little world
reserved for him and her
becomes occupied by three.

Apparently,
the scheme of things
allows your asking, now and then;
"what am I trying for?"
when five days of scheming have passed
and saturday night means
watching the late show alone,

Strange how,
in the scheme of things,
six feet can subsequently become seven inches
when her reply concerning
your dinner invitation is: "I just
ate a peanut butter sandwich."

A cat
may have, as mystics suggest,
nine lives -- but there is
always something hiding
in the scheme of things
that will scare him to death.

And ten?
well, that's just another number.

A THOUGHT FOR TODAY

"You see that men are now
analyzing the song of the whales,
the talk of the dolphins, going to
the moon; computer technology
is becoming more and more
humanized and miniaturized;
great efforts are being made to
predetermine sex, to analyze
cells, to control the life process
in the human animal. And all
this is done with the mind. And
indeed, the irony is that we've
never really gotten away from
that old body business; the Black
man as symbolic of instinctual
man. Part of my pride in being
what I am is that as a dancer, as
a physical man, I bet you I can
outdance, outriff most of these
intellectuals who're supposed to
have come back.

"But that isn't the problem, I
was born doing this! It's a
glorious thing to know the uses
of the body and not to be afraid

of it. But that has to be linked
to the mind."
- Ralph Ellison

No. 66

Carl Griffin

When I was small
My trees had leaves
And rivers and streams
Where filled with clean waters

Now that I am older
All my trees have windows
My streams have red caps
And my rivers are made of concrete

It's hard to tell it's autumn
There are no leaves to change color
And the sun hardly ever shines
Through the polluted sky

What happened to all the beauty
Will it ever return
Or has man created something else
To make his life pass faster

Carl Griffin is presently incarcerated
at the Massachusetts Correctional
Institution at Walpole

Black Students Struggle Around The Globe

AN OPINION: How Can Black Students Contribute to the Struggle?

Wherever Black students are from, England to France, Italy, Ethiopia, Chile, America, deep in their hearts is a sincere desire to do something for the struggle of their people, as well as that of Black and other oppressed peoples universally. But there is much confusion on what that "something" should be. To clear up this confusion, delegations from movements as well as students in struggle from around the globe assembled in Italy the first week in last December invited there by the Federation of African Students in Italy. While members of the Federation informed me of their resolutions regarding Black students universally, general talks centered on the question of Afro-American students in particular.

A few of the points discussed and resolutions arrived at are reflected in this discussion; time nor space permits a detailed account.

Each Black Student wherever located in America can, and if he or she is serious, must contribute to the struggle by struggling. But firstly with himself or herself; making him or her righteous to really contribute to the struggle of Black students on campus. This is necessary before any effective contribution can be made to the community's national and international struggle. And what is self-struggle about? - better yet, what is it not about? Self-struggle is no about wasting precious hours and days doing basic and human things any child can successfully do, such as sitting around smoking marijuana; enjoying one another's body on a mattress, etc., nor is it about gossiping about "this brother" or "that sister's personality," who he or she goes to bed with, etc; winding, twisting, complaining, and airing impressive sounding rhetoric on the oppression and genocide from which our people suffer and die by the millions each day; nor is it having many, many responsibilities but not doing any; nor doing things to psychologically escape from the painful realities of suffering. Self-struggle is simply not about active or passive reaction to any confrontation, responsibility or situation.

Then what is self-struggle about? Self-struggle is simply about organizing and actually spending most of your time doing purposeful things - not talking about them - work that contributes mainly to your intellectual development, especially during those seconds, minutes hours and days you do not "feel like doing it". As you day by day over a period of months continue to feed your mind, you will clearly see yourself being more "hip" and able to contribute a lot more to the struggle on campus much more effectively. It is about, for instance, writing of struggling with that term paper until it is written and written well. Mastering that very relevant

French, Spanish, Swahili, etc, that, on first thought, seemed so irrelevant; knowing well not just Black but also American and World History; doing independent research objectively answering for example: "How and why are Black Students oppressed on this campus?" How can, this oppression be ceased and/or stopped? Are the support or alignment of sincere white, yellow and other students necessary for victory?

How can the extermination of Black and other oppressed peoples in America be conquered, ceased and stopped? How can American imperialism destroying our people in Africa be stopped? How can our people begin to develop? Struggling means publishing the findings on such questions so others will be as informed as you are on the given researched question. It is about performing that responsibility in the community, as well as looking around, seeing what needs to be done and if you can do it, with no reservations, begin doing it. Struggling with yourself is, then, about physical and mental hard work; sincerity and dedication in action, and not just for one or two weeks but months, and if necessary, years. Equally important, self-struggle is persistence - struggling day-after-day week-after-week until the objective is achieved. Self-struggle is simply about positive, purposeful, progressive,

disciplined persistent action; despite the seemingly overwhelming burdens of disappointments, and frustrations resulting from a bother or sister of this tensed, competitive, hostile and mad society, from which all Black and oppressed persons have suffered from every day. The struggle of our people demands only this from each Black and oppressed student. Can you free yourself enough to meet this demand? If not, you are not really about struggle. If so, then do it and enjoy it.

Secondly, Black students can, and must, contribute to the struggle by struggling, with each other within their group on campus. Then when the time comes for all Black students to move on, for instance, the administration, the whole group will actually move in some unity. It will be done efficiently, persistently, progressively, and most important effectively; without mass confusion.

Struggling with one another is a very difficult responsibility. But it is necessary. It is about, for instance, the majority of Black students bringing their souls, minds, and bodies together, with other concerned persons such as faculty, staff, community workers, determined whites, if necessary at a certain person's houses each week to discuss in an orderly and disciplined style, questions of world concern. But particularly those of direct concern to Black students on that campus; each

person holding the viewpoint of the other in high esteem, loving and respecting differences in one another, regardless of how slave or colonial like the other's opinion might at first sound. It means making a sincere effort not to show everybody how "heavy" or "dominating" you are but to understand one another's position on a given question, and why logically you are holding that position. The position in the short-or-long range interest of Black students practical and more logically solid should be that of all Black students on a given question, regardless of whose lips it came from.

One question must be fully resolved and then another. Each person must clearly know in his head the position of the group or majority on each question dealt with for this will be a decisive factor when words have ceased and action begun. Struggling with each other is then about ironing-out the many contradictions and "shakyness" within the group, sharing and consolidating constructive information, in a caring, knowledge, understanding and respectful manner. This manner is basic to brotherly and sisterly love, not an exploitative, hostile and narrow-minded obsession.

Not more or most but equally important, Black students also can, and therefore must, contribute to the struggle by struggling as a group against their "enemy."

Struggling against the "enemy" of Black students is first about identifying the group's principal as well as lesser "enemies" and "learning" them. The group secondly must not confuse themselves by wasting precious energy trying desperately to scare their "enemies" or show them how "militant" the group can be (because television and newspapers tell Black students to be "militant", whatever the word means) but fighting or struggling to beat them, getting all of what the group needs keeping at all times and at all cost their main objectives clear in their heads, disciplining themselves to fight not for a week or so, but until, victory in that battle as well as ultimate victory. Black students at Northeastern University, Boston, for instance, are "demanding"

1. Black Studies Department
2. Black faculty
3. Co-op effectiveness
4. Admissions of more Black students
5. Financial Aid
6. Urban affairs office
7. Flexible planning of dormitories.

But how many Black students at Northeastern University demanded from themselves real and hard struggle against their "enemy" for months, if necessary, until their "demands" are really met? Are they just another bunch of Black students in heat for a week or so? Time will surely tell. So, struggle against the "enemy" is about fighting politically and sophisticatedly and not physically or militarily; for the "enemy" is clearly too strong to beat physically or militarily, as instances at Orangeburg State College, Jackson State College,

Kent State College and recently Southern University has shown this gives the "enemy" another opportunity to legitimately exterminate some more Blacks and exploit others.

Black students everywhere in America who are winning the major battles on their campus are doing their homework, which indeed, not in words, is a powerful contribution to the victory of the greater struggle, or war, of Black students in America. This contributes further to the greater struggle of Black and other oppressed students universally, and obviously this is an even powerful contribution to the legitimate struggle of oppressed peoples around the globe. So Black students everywhere contributing to the struggle must continue - even after death and those up until now who haven't, must begin, this very second even if you "don't feel like it."

To sum the matter up, Black students can contribute to the struggle powerfully by freeing themselves enough to fight and struggle effectively with themselves, as individuals and as a group as well as against their given "enemies". Time eventually will bring to fruit, the labor of Black students.

Valjean Nketia Norton was graduated from the University of Massachusetts, Boston, in 1971, where he majored in political science.

Black Economic Development

BY CALVERT HOCKER

It is very important for the planners of Black economic development to set firm targets, especially for the publicly owned firms. Targets should be set for managerial performance, labor productivity cost and returns. These goals should become binding to everyone concerned. Everyone is challenged to meet them. If there are no standards no one fails.

A total restructuring of the ghetto economy will be necessary in order to bring about the type of positive economic growth that can raise the productivity of Black communities to a point of self-sufficiency. Such restructuring can come about only by means of a total plan for ghetto economic development and industrialization.

The goal would be to redress the adverse balance between the ghetto and the main economic system. In the plan we hope to maintain capital and profits under local control and within the physical area of the ghetto.

Because Black economic development is in the early stages, it will be necessary to build an administrative apparatus to plan and organize development. In the place of a central government structure such as is found in an underdeveloped nation, an Office of Ghetto Economic Development would be the city's instrument to organize and guide the entire plan. It would represent the city in administering, implementing and

operating the plan, and would generate guaranteed financing and guaranteed markets with city resources. Dunbar S. McLaurin in his Ghetto Economic Development and Industrialization plan, calls for a portion of the city's purchasing power to constitute a guaranteed market for new business and industries in the ghetto. "For a city the size of New York for instance, with a half billion dollar annual expenditure for purchases and small contracts, a set-aside of roughly 10% of this amount could provide a substantial market for ghetto business. This would pump an estimated 50 million dollars of goods and services into the ghettos. The example set by the public sector would in all likelihood trigger an equal flow from the private sector." Along with the establishment of the administrative apparatus trained professionals and technicians must be provided to run the various firms and organizations called for in the economic plan.

Once the administrative, social and educational ground work have been laid, one can move on to more sophisticated stages of development. Here detailed planning of investment becomes paramount. Community Development Corporations would be established to act as conduits for the money coming from the Office of Ghetto Economic Development. These conduits will identify opportunities and organize new businesses or expand existing ones. The corporations will be

staffed by the community persons and their boards will come from the communities in question to ensure community involvement in development process.

It is my contention that more is needed than the community development corporation if poverty is to be eliminated from the Black communities. But these corporations should serve as the basic industrial model in the community. I also believe that these corporations should be supplemented by mainstream businesses and industries.

The only resources the ghetto really has its human resources and its economic strength will depend on the full utilization of these resources. So it is imperative that all avenues for the development of these resources be explored. Remember that the first requirement of a good plan is that it be pragmatic.

In conclusion if you can create a social climate conducive to economic development, bring about social justice and lay the administrative and educational ground work then progress should in all likelihood follow. But if the main economic system is hostile, if crime is not reduced, if grants for education are cut, then it is futile to think of any form of Black Economic Development.

Suggested Readings
"Economic Development" by John Kenneth Galbraith
"Black Economic Development" by William F. Haddad and G. Douglas Pugh

The Crisis And Challenge Of Black Politics: Part I

From The Institute Of The Black World

(Political events in the nation since the presidential election of 1972 should come as no surprise to Black Americans. What may give the more credulous of us pause, however, is the blatancy of actions and revelations in and close to the White House which are worthy of impeachment. An analysis of black politics vis-a-vis the present Nixon era follows. It is an edited excerpt from a speech given by Bill Strickland at the Center for African and African-American Studies conference at Atlanta University, December 8, 1972; approximately one month before Nixon announced his new budget.)

- The Nixon Strategy -

In July, 1971, Richard Milhous Nixon said that he saw the American society succumbing to a period of decadence and crisis much like that experienced in the decline of Greece and Rome. Since that time Nixon has acted forthrightly (in his terms) by addressing what he sees as his two major troubles: the war and the economy.

His so-called New Economic Policy was and is an attempt to stave off the competition posed to American capitalism by an increasingly solidifying European common market, and most particularly it is an effort to sabotage Japanese capital which has been devastating American markets at home and abroad. This policy, however, is doomed to fail, for America's own expansionist combination of capitalism and racism makes it increasingly impossible for it to satisfy the needs of the people.

Nixon's second effort to get things under control was directed toward Vietnam. He systematically went about defusing domestic protest against the war by cutting off the potential basis of temporary alliance between (1) the majority of white Americans, and (2) the white anti-war movement, which was primarily a movement of East Coast-West Coast liberals/radicals resting on a base of young white student protestors. He pacified the students by eliminating the draft, and pacified the American people by "Vietnamizing the War" and letting "the other guys" die.

He then set out to build his new Republican Majority. First he poured more money into the coffers of American capitalism than any president within memory. Next he skillfully

utilized the black question by manipulating whatever code word was fashionable -- "crime," "Law and order," "busing" -- to indicate to the white masses that he was determined to keep niggers in their place. Through this support of racism and capitalism (America's twin gods), Nixon achieved his great landslide victory.

- Black Needs and the Nation's Crisis -

But the problems Nixon is trying to address have not been solved. They hang on us as symptoms of what looks like a permanent crisis of American imperialism and the American state. The most significant thing about this crisis for black people is that government is not making any genuine effort to resolve it, because that would mean changing the system in ways it is not prepared to do. Instead those in power are adopting a policy of attacks on blacks at home and Japanese abroad.

Here at home we can look forward to a bit of white budgetary sleight of hand, in relation to our needs. That portion of the national budget allocated to social welfare programs will be redirected locally to property-tax relief, police department budgets, and other measures to appease white folks, and will maintain and support the current 50% level of expenditures devoted to the American military. It is also distinctly possible that the country may begin to use the classic scapegoat of Nazi Germany, by blaming black folks for all of its real and imagined ills. We make up the cities, so abandon them; we abuse the welfare program, so abolish it; we cause crime, so bring back the death penalty; we mutiny in the armed services, so kick us out etc., etc..... When Nero wanted to divert the citizens of Rome from the real plight of the Empire, he gave them the Christians. History may repeat itself in modern-day form.

But our problem is not only white propaganda, it is also the concrete reality of being forcibly expelled from the American economy. Some 85% of black people are employed in the public sector of the economy, the sector which is under greatest political control; it is under Mr. Nixon's control and under state and municipal control. A freeze on jobs in the public sector will have a disastrous effect on the economic

future of the black and lower and middle classes. But more than that, these programs, which have been begrudgingly used to pacify black people since the mid-30's and the rise of the Welfare State, are going to be cut out. The system is preparing to consign the black middle classes to the same dung heap previously reserved primarily for the black masses.

- The Black Response -

In retrospect we notice that, in the year recently past, none of the black politicians spoke to this question or illuminated this danger. I think we can say, without breaking false bonds of fraternal unity, that if we examine Mrs. Chisholm's running as a maverick presidential candidate, or Carl Stokes' notion of putting pressure on white politics by running a black presidential or vice-presidential candidate, or Julian Bond's strategy of favorite-son candidates, none spoke to the grievous situation of the masses of black people who were continually finding themselves forced up against the wall while all this high-level maneuvering was going on. Julian's position, however, was the only one that spoke in any tentative way to the economic situation. He sought to bargain for 10% of all patronage coming into the South. Nearly all the rest of our black politicians quickly turned their back on black people, and specifically on the Black Agenda developed at Gary to represent the needs of all black people, and maneuvered for themselves.

It is fair, I think, to suggest that the vaunted black political strategy of 1972 by and large reflected the vested interests of black politicians as a class and only peripherally those of black people. This is political near-sightedness at its worst, at a time when every sign and symptom points to the need for action on a new black political vision.

(To be continued. Part Two will discuss new directions for a black political vision.)

(C) Institute of the Black World, 1973

Blurp of the Week

"Let me say I will repeat what I said before that no such operations were ever approved by me at any time under any circumstances."

- Former Attorney General John N. Mitchell answering a reporter's question on his alleged role in the Watergate bugging case.

OGWENO: from page 3

"Black studies at the Afro-American Institute, in my view, is still in its embryonic development. More help, I feel, should be solicited for the development of curricula from both staff and students as well. In this way all concerned will have a feeling of involvement and being a part of the program."

At the end of this quarter the Afro-Institute will do a follow-up on the courses.

"These courses are just a start," Mrs. Tinnennou says. "And they are by no means enough. We hope to offer courses in every major area and not just in liberal arts."

TOP TEN RECORD LIST

For week ending May 5

- | | |
|---|----------------|
| 1. I Can Understand It | New Birth |
| 2. Pillow Talk | Sylvia |
| 3. Superfly Meets Shaft | John & Ernest |
| 4. I'm Doing Fine Now | New York City |
| 5. Leaving Me | Independents |
| 6. Do You Still Feel the Same Way | Tommie Young |
| 7. Love and Happiness | Ernest Jackson |
| 8. Love On Borrowed Time | William Bell |
| 9. I Ain't Always What You Do | Soul Children |
| 10. Oh La-de-da | Staple Singers |

BEST SELLING LPs

- | | |
|----------------------------|--------------------------|
| 1. Birthday | New Birth |
| 2. Composite Truth | Mandrill |
| 3. Last Days & Times | Earth, Wind and Fire |
| 4. Masterpiece | Temptations |
| 5. Neither One of Us | Gladys Knight & The Pips |
| 6. Afrodesiac | Main Ingredient |
| 7. Superdude 1 | Don Covey |
| 8. The Spinners | The Spinners |
| 9. Letter To Myself | The Chi-lites |
| 10. Natural High | Bloodstone |

THE BOOK CORNER

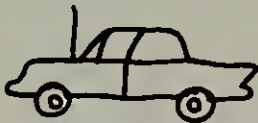
By Joyce Clarke

The Afro-American Institute Library has been growing and expanding since it opened up for public use last October. With new titles being published almost daily throughout the country, the Afro-Institute librarian, Verdaya Brown, has tried to keep abreast of these new arrivals.

Recently, her staff compiled a list of the most popular and more recent books out, that are now on the library shelves for your reading enjoyment and education.

The following is a partial listing of the books available:

- | | |
|---------------------|--|
| AUTHOR | TITLE |
| Achebe | Things Fall Apart |
| Afhamisi | Guerilla Warfare |
| Angelou | Just Give Me A Cool Drink of Water For I Die |
| Bambara | Gorilla My Love & Other Stories |
| Baraka | African Congress |
| B-J | Black Man of the Nile |
| Bontemps | One Hundred Years of Negro Freedom |
| Breitman | Last Years of Malcolm X |
| Brooks | Riot |
| Budge | Egyptian Book of the Dead |
| Cleage | Black Messiah |
| Cleage | Black Christian Nationalism |
| Cobb | Everywhere is Yours |
| Davidson | Guide to African History |
| Ellis | White Ethics and Black Power |
| Fanon | Wretched of the Earth |
| Frazier | Black Bourgeoisie |
| Freizer | Masters and Slaves |
| Ginzberg | One Hundred Years of Lynching |
| Giovanni | Gemeni |
| Greenlee | Blues for an African Princess |
| Harlan | Separate and Unequal |
| Heard | Howard Street |
| Holiday | Lady Sings the Blues |
| Hollingsworth | Advanced Swahili Exercise |
| Jackson, Geo. | Blood In My Eye |
| King | Black Spirits |
| Kohl | Thirty-Six Children |
| Lester | Two Love Stories |
| Lewis | Race and Color in Islam |
| Lincoln | Black Muslims in America |
| Lomax | We Don't Need No Music |
| Marvin X | Black Man Listen |
| Nicol | Black Nationalism in Africa |
| Nkrumah | Neo-Colonialism |
| Ofari | Myth of Black Capitalism |
| Poussaint | Why Blacks Kill Blacks |
| Sanchez | It's a New Day |
| Vlahol | African Beginnings |
| Wright | What Black Educators Are Saying |
| Yette | The Choice |



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Karate Techniques



Black gi attacks with right punch (photo by Karen Maynor)



White gi steps back and at the sametime blocks up with left hand.
(Photo by Karen Maynor)

BLACK STUDENT CONGRESS ELECTION RESULTS

ELECTION RESULTS OF SPRING QUARTER REPRESENTATIVES

SMITH HALL.....	Debbie Bernard, Cheryl LeMelle
WHITE HALL.....	Michael Frisby, Anthony Graham
IOTA PHI THETA.....	Ronald Richardson
EBONI ATHLETICS.....	Leonard Wilmont
STETSON EAST*.....	Robin Gravely, Lynn Edwards
STETSON WEST.....	K.T. Evans, Sharon Harris
96 THE FENWAY*.....	Tony Hilton, Mark Pleasant,
	Curtis Jones, Glenn Johnson
ONYX.....	Warren Everett
SPEARE HALL*.....	Karen Maynor
MELVIN HALL.....	Lester Payne
LIGHTHALL.....	No election results
UPPERCLASS DORMS.....	No election results

*These are nominees only.

This Month in Black History

- April 30 - In 1800 slaves were priced at \$200 each; by 1860 the price was usually over \$2,000.
- May 1 - Howard University opened in Washington, D.C. in 1867
- Mrs. Emma Clarissa Clement, first Black woman to be named "Mother of the Year," 1946
- May 2 - Elijah McCoy, noted inventor and holder of 57 patents, born 1844
- The Poor People's March to Washington began in Memphis, Tennessee, led by Ralph D. Abernathy, 1968
- May 3 - Anthony Denezet, established first school for Blacks in Philadelphia, born in 1713.
- Supreme Court declared restrictive covenants unenforceable in state courts, Shelly v. Kramer, 1948
- May 4 - North Carolina commended and freed Edward Griffin, Black Revolutionary War Soldier, for meritorious service, 1784.
- Thirteen "Freedom Riders" set out on bus trip through the south, 1961
- May 5 - James Forman demanded U. S. Churches pay \$500 million as reparations to Blacks; Riverside Church, New York City 1969
- Gwendolyn Brooks, first Black woman to win Pulitzer Prize for book of poetry, "Annie Allen," 1950
- May 6 - President Eisenhower signed Civil Rights Act of 1960.



White gi counters with front kick below the belt (photo by Karen Maynor)

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